DOCUMENT RESUME

ED 153 046 08 CE 015 752

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TITLE	Evaluation and Placement.
INSTITUTION	Florida Univ., Gainesville. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	498AH60166
PUB DATE	[77]
GRANT	G007604050
NOTE	22p.; Photographs throughout booklet may not reproduce well; For related documents see CE 015 749-754
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Changing Attitudes; Educational Planning; Educational Strategies; *Evaluation Methods; *Handicapped Students; Individualized Instruction; *Mainstreaming; Program Development; Secondary Education; *Student Evaluation; *Student Placement; Vocational Development; *Vocational Education; Work Experience Programs
IDENTIFIERS	Florida

ABSTRACT

One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet discusses the role of medical, social, educational, and psychological tests in estimating a handicapped student's potential and in designing an appropriate vocational program. Specific topics discussed include the following: work evaluation programs, work evaluation systems, work experience programs, work experience settings, advisory committee, and advisory council. A self-test is included for pre- and posttest evaluation. (TA)

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Evaluation and Placement

ED153046

CE 015 752

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

Another Step Forward...

These booklets were designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms. They were produced as a special project at the University of Florida. These booklets should provide you with valuable information and answer questions you may have about handling the special needs of handicapped students. For additional information, please write: Dr. Stuart E. Schwartz
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The series of five booklets covers material on a wide-range of aspects dealing with handicapped individuals. The booklets include:

1) Mainstreaming Handicapped Students into the Regular Classroom
2) Characteristics of Handicapped Students
3) Evaluation and Placement
4) A System of Management
5) Architectural Considerations for a Barrier Free Environment

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Here are a few questions to help determine what you already know about teaching handicapped students in your classes.

After reading this booklet, take the test again to evaluate your understanding of the important concepts. The correct answers are given in the back of the booklet.

Indicate whether the following statements are true or false.

_____ 1. Work experience programs offer actual job training in addition to classroom work.

_____ 2. Extensive medical evalulations are the only necessary tests for the placement of handicapped students.

_____ 3. The identification of a handicapped student can be referred to as the determination of the student's educational strengths and weaknesses.

_____ 4. Social assessments have little value in the placement process.

_____ 5. Work evaluation is an inter-disciplinary process.

_____ 6. Comprehensive screening and identification processes are unnecessary and take too much time.

_____ 7. A work evaluation can be described as a sytematic method of assessing an individual's current and future employment potential and adjustment period.

_____ 8. Proper placement opportunities to meet special abilities and interests must be found for the increasing number of students entering the regular classroom.

_____ 9. The difference between handicapped people are not important to consider when establishing educational programs for them.

_____ 10. Tests of sensory functions like hearing or sight may reveal a weakness that has incorrectly been perceived as a more serious handicap.

Like all students enrolled in public school, the handicapped child deserves a good education. The right to a free, appropriate education has been guaranteed by law and includes handicapped students along with their normal peers. Legislation extends to include handicapped students under compulsory attendance laws and requires every school district to make programs available for handicapped learners.

As support for "mainstreaming" grows, it becomes essential that the special needs of handicapped students be evaluated and identified. Finding the proper placement opportunities to meet special abilities and interests is a necessity as more handicapped students are filtered into the regular classroom. With vocational education this leads into the area of work experience programs where the handicapped student receives actual job training in addition to classroom work. Those in favor of "mainstreaming" feel that handicapped children will be more successful academically and socially if they learn in the regular classroom and will be better able to adjust to the "real" world when they grow up. The "mainstreaming" goals will be defeated if children are arbitrarily placed in classes without a careful evaluation of their needs.

The vast differences between handicapped learners must be kept in mind when establishing instructional programs for them. Because of their handicapping conditions, these students have a variety of physical, mental, social, and emotional needs to be considered for successful placement in programs with normal individuals. Each instructional program must adjust its curriculum, teaching methods, or facilities to meet the educational needs of handicapped students if they are to reach their maximum potential.

To meet individual needs, extensive evaluations are necessary to define strengths and weaknesses. Medical, social, educational, and psychological tests are essential

to thoroughly estimate a handicapped student's potential. The outcome of the evaluation efforts should be a total functioning profile of the student.

Medical evaluations are tests related to the child's physical condition. Visits with the family doctor and specialists determine the nature and severity of a particular handicap. Extensive tests are done to make certain an actual physical problem is responsible for a child's difficulties. A complete report on a student's medical history is the first step to forming an accurate picture of his condition to properly prescribe the best course of action to take.

Medical tests alone are insufficient for an accurate evaluation. Discrepancies often result if too narrow a scope of information is considered. For instance, some students who are diagnosed to have a handicap do not have the condition outside of the school environment. Cases of the "six hour

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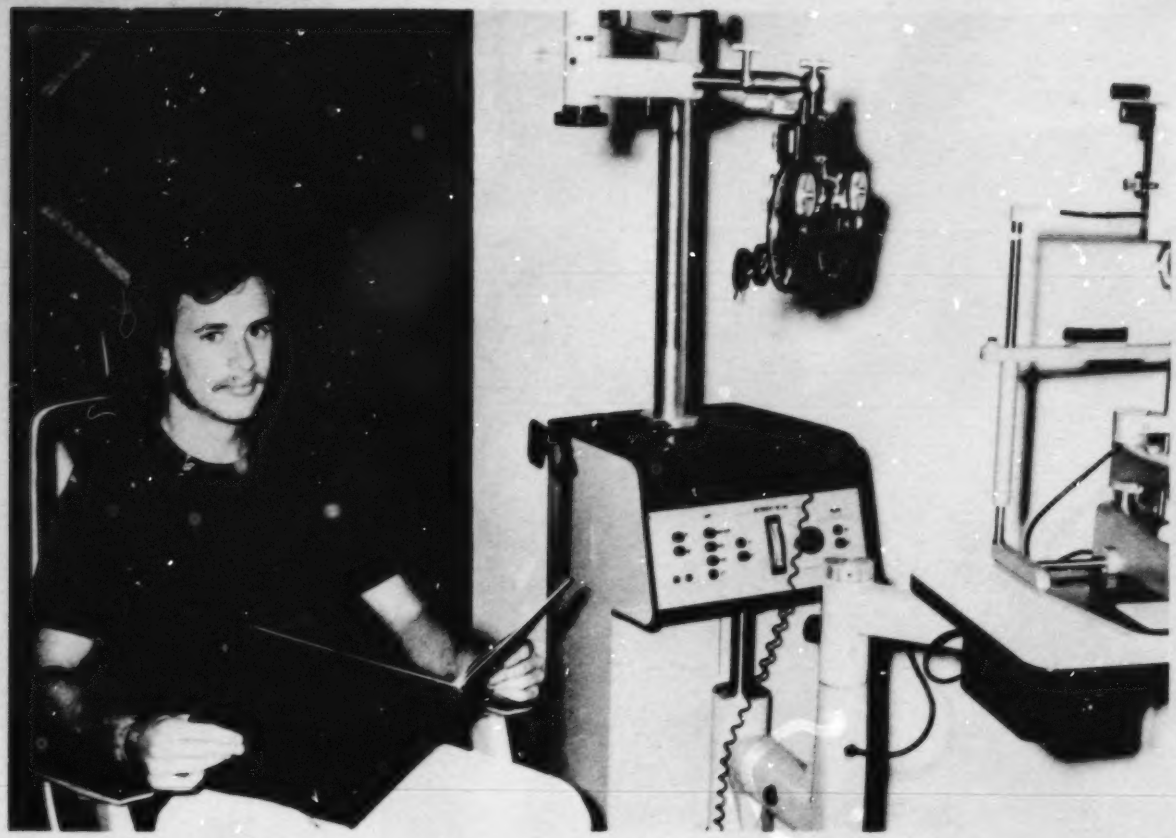
retarded child" occur often in the mildly mentally retarded child. To correct possible mistakes in the medical evaluations, social evaluations are necessary to check for other possible causes of a disability. Social assessments concentrate on the non-academic side of the student. Questions about the way he interacts with his family or peers, and his reactions to daily living situations need to be explored. The frequency of behavioral problems and an individual's differences in development compared to other children the same age are important points for discussion.

Social assessments are significant from a vocational viewpoint where positive employee relationships and interactions are vital. It is essential to have a good relationship with the public or the supervisor for a successful work experience. Specialists trained to deal with handicapped children strive to increase the students' social adjustment because of its importance to their occupational success.

Further testing to determine educational background must be completed for an accurate evaluation. Educational testing focuses on the academic strengths and weaknesses of the students. Extreme differences in ability exist among



handicapped learners and in any program there will be several different levels of educational performance.

Psychological evaluations are done to discover any potential strong or weak points that may not be easily recognized. These tests are given by the school psychologist to uncover additional facts that haven't appeared in other testing, but will have an impact on what is best for the student.

Information on a student's sensory functions like vision, hearing, speech, and language is gathered and assessed along with the other tests. These specific examinations may indicate a weakness in one of these sensory areas that has been incorrectly perceived as a more serious handicap, like mental retardation or a specific learning disability.

This comprehensive screening and identification process is imperative to create programs for handicapped students that guarantee the most appropriate place in the educational system for these children with special needs.

Most handicapped students are identified and have already received special services before they are old enough for vocational education programs. The estimate you need to make before designing an appropriate vocational program is the degree of work skills and abilities the student has already gained from other training.

Work Evaluation Programs

A useful tool for measuring vocational skills is a work program. Work evaluation determine a student's employment potential based on the skills he has learned. The evaluation includes job try-outs, work sampling, and questions about an individual's work history, education, and physical condition. The results identify specific limitations or special abilities to be aware of in predicting employment possibil-

ities and adjustment problems. Work related behavior is also measured so training programs can improve areas that are inadequate.

Work evaluation is an inter-disciplinary process. Vocational technical education, special education, vocational rehabilitation, and general education interact to form comprehensive work evaluation programs. The nature and scope of the work evaluation program depends on its goals. The characteristics of the group being tested, the industrial market in the community, and the kind of training resources available decidedly influence the outcome of evaluations.

It is necessary for the work evaluator to have a clear understanding of the educational and vocational rehabilitation process. As technology advances and takes over more of the daily routine tasks, the need grows stronger for accurate person-to-job matching so each person has the opportunity to reach their maximum potential. Vocational education evaluation techniques determine the full range of a student's vocational capacity; whether he is handicapped or not.

Work Evaluation Systems

The equipment used for work evaluation is available to school systems. The following list contains samples of current and widely used vocational work evaluation systems and addresses where you can write for more information.

JEVS WORK SAMPLES. Jewish Employment and Vocational Service, 1913 Walnut Street, Philadelphia, PA. 19103.

JEVS Work Samples contain activities in a simulated work setting that measures skills that make up the major part of actual jobs. The samples are in order of increasing complexity and the results are intepreted by "Worker Trait Groups" found in the **Dictionary of Occupational Titles.** The traits include things like handling, sorting, filing, and drafting to name only a few.

MACDONALD VOCATIONAL CAPACITY SCALE. MacDonald Training Center Foundation, Research Division, 4424 Tampa Bay Blvd., Tampa, FL 33614.

The MacDonald VCS is a measuring device consisting of eight separate tests administered in an evaluation setting during a two week period. The main purpose of the VCS is to predict the vocational potential of retarded young adults. The eight factors tested are work habits, physical capacity, social maturity, general health, manual skills, arithmetic achievement, motivation, and the ability to follow instructions.

MOVE (Multidimensional Objective Vocational Evaluation). Hester Evaluation System, Edward J. Hester, Ph.D., Business and Industrial Resources Specialists, 120 South Ashland Blvd., Chicago, IL 60607.

The MOVE is a computerized method to measure vocational abilities. The evaluation system of 32 tests uses a per-

son's scores along with additional personal characteristics to determine how someone's abilities relate to the jobs listed in the **Dictionary of Occupational Titles.**

MCCARRON-DIAL WORK EVALUATION SYSTEM. Dr. Lawrence McCarron, Department of Psychology, Indiana State University, Terre Haute, IN 47809.

The purpose of the McCarron-Dial System is to determine the correct placement level for mentally retarded individuals in programs ranging from day care to more responsible positions in the community.

SINGER VOCATIONAL EVALUATION SYSTEM. Singer Education Division, 3750 Monroe Avenue, Rochester, NY 14603.

The Singer System is a work oriented screening device designed to help students make sound vocational choices. The student uses typical tools to do representative tasks related to jobs in a number of areas such as basic tools, bench assembly, masonry, and cooking.

TALENT ASSESSMENT PROGRAM. MDC Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, WI 54751.

This system is composed of 11 tests that measure characteristics of work in industrial, technical, and service occupations. Things like instructional and mechanical visualization and discrimination of objects by size, color, and touch are measured. Dexterity without tools, memory for structural details, and the ability to visualize complex structural assembly are also determined.

TOWER (Testing, Orientation, and Work Evaluation in Rehabilitation). ICD Rehabilitation and Research Center, 340 East 24th Street, New York, NY 10010.

The Tower System is a battery of 110 work sample tests designed to measure skill, dexterity, aptitude, and potential to work in 14 broad occupational families. A few of the families are welding, lettering, machine shop, mail clerk, and workshop assembly.

MICRO-TOWER. ICD Rehabilitation and Research Center, 340 East 24th Street, New York, NY 10010.

The Micro-Tower system of vocational evaluation contains 13 work samples that measure aptitudes required for a range of unskilled and semi-skilled jobs. Perceptual motor skills used in graphic illustration, mail sorting, and filing are tested. Motor skills necessary for electronic connector assembly, bottle capping or packing, and perceptual skills such as blueprint reading, zip coding, and record checking can be evaluated. Numerical and verbal skills used in computing payrolls, making change, taking messages, and understanding want-ads are measured. In addition, Micro-Tower uses group discussions, audiovisual presentations of occupational information, and behavioral and attitudinal scales for very comprehensive evaluations. Micro Tower was designed for use with disadvantaged and disabled children and adults.

VALPAR COMPONENT WORK SAMPLE. Valpar Corporation, 2701 East Thomas Road-Unit B, Phoenix, AZ 85016.

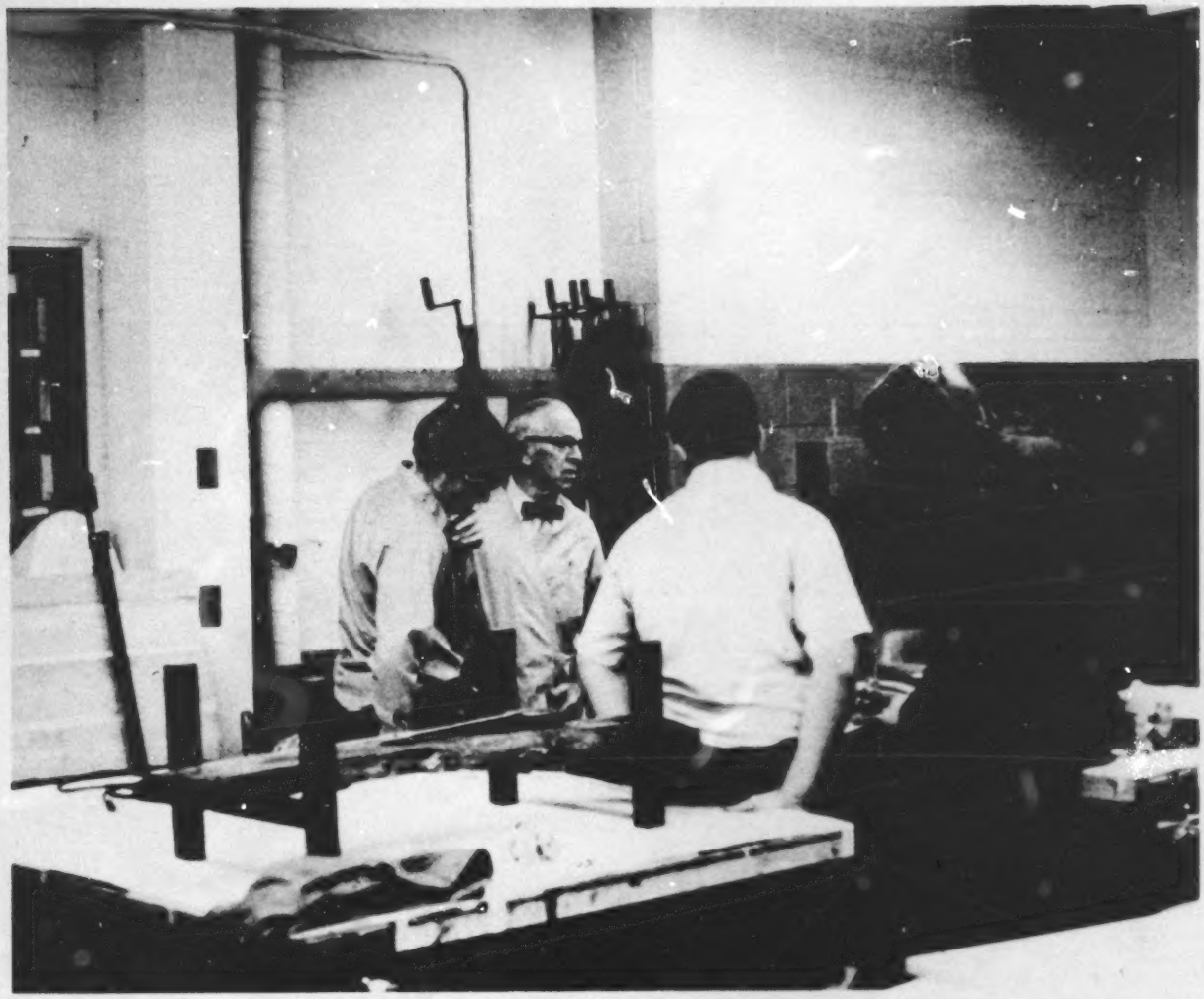
Each of these work samples measures traits related to a person's success in occupations across a number of job families. The system is keyed to the worker trait arrangement data in the **Dictionary of Occupational Titles.** There are twelve work samples covering upper extremity range of motion, eye-hand-foot co-ordination, size discrimination, simulated assembly, and others.

WREST (Wide Range Employment Sample Test). Guidance Associates of Delaware, Inc., 1526 Gilpin Avenue, Wilmington, DL 19806.

The WREST contains 10 work samples for use with mentally retarded people. The samples are representative of sheltered workshop activities such as stapling, collating, and color and shade matching.

As you can see from this list, the possibilities exist for many different systems. In each school the requirements for a work evaluation system vary. By using individual components from published systems and designing components of your own, a system can be made to meet the needs of a certain situation. A single work evaluation system is not as useful as one that adapts and manipulates a number of components.

The information from these extensive evaluation procedures is used to guide placement of students into a number of working situations. Training in practical job-like situations is essential for students before they find themselves out in the working world.



Work Experience Programs

Work experience programs are an expanded feature of educational programs in many areas. They are an integral part of secondary school programs, especially for mildly mentally retarded young adults.

The philosophy behind work experience programs for handicapped students emphasizes the need to learn through actual work experiences. The feeling of success from a good work experience has great significance towards increasing further learning and progress. The work not only provides valuable training for employment, but its educational value as a tool for gaining knowledge and skills takes on greater importance in practice on the job. Students often have a renewed interest in learning when work is offered along with study.

It should be emphasized that students must take some abilities, good habits, and attitudes to the job. Precise evaluation components to identify and place students in the proper setting are absolutely necessary.

To create a work experience program in the school, those responsible should start with these five steps:

1. Establish final objectives for participating students and for the program itself. Each school district has a program philosophy with goals and objectives for the total educational experience. These should be reviewed before setting objectives for the work experience program to guarantee they are compatible.

2. Obtain administrative support for the program. The people in charge of the program must let the building administrator, district administrator, and school board know the plans and anticipated results of the program. They should be kept informed of students' progress towards reaching the objectives.

3. Create good communications and rapport with the school faculty. It is important to get information to the teachers about the purposes, content, and operation of work experience programs. This will keep them interested in what is being done and make them feel they are part of the program.

4. Offer information about a student's progress to interested teachers. Provisions should be made for plenty of feedback to teachers about each student's achievements in the program.

5. Obtain support from the school staffs. Maintain the support and co-operation of the school custodial staff, cafeteria workers, and others involved in operating work experience programs in your school.

Work Experience Settings

The types of placements for work experience programs should depend on the abilities and skills of the students involved. Some need a simulated work situation at the school where they can be carefully supervised. Others have the skills to go out into the community for employment.

Here are some different placements within work experience programs.

On-campus, On-site Experiences On-campus, on-site programs offer a simulated work experience. This kind of work experience is designed with training stations located on the school campus where the student is instructed during the special education classes. This should be the first step in the total placement process. A familiar environment is provided for the student with direct assistance from the special education teacher available. At this stage of training, the student is actually being introduced to work under more

realistic conditions in a situation that is comparable to the world of work outside of school. The student should be aware of the task requirements and be prepared to meet them before placement.

Each work experience co-ordinator needs to survey the school campus and locate possible training stations. Terms of the training program should be negotiated with the job trainer, so a training plan can be developed. The plan should state the purposes of the training, the skills that must be learned, and the proficiency the student should achieve.

The student should rotate through several different stations to clearly establish his vocational stengths and weaknesses to form a basis for on-campus, off-site placement.

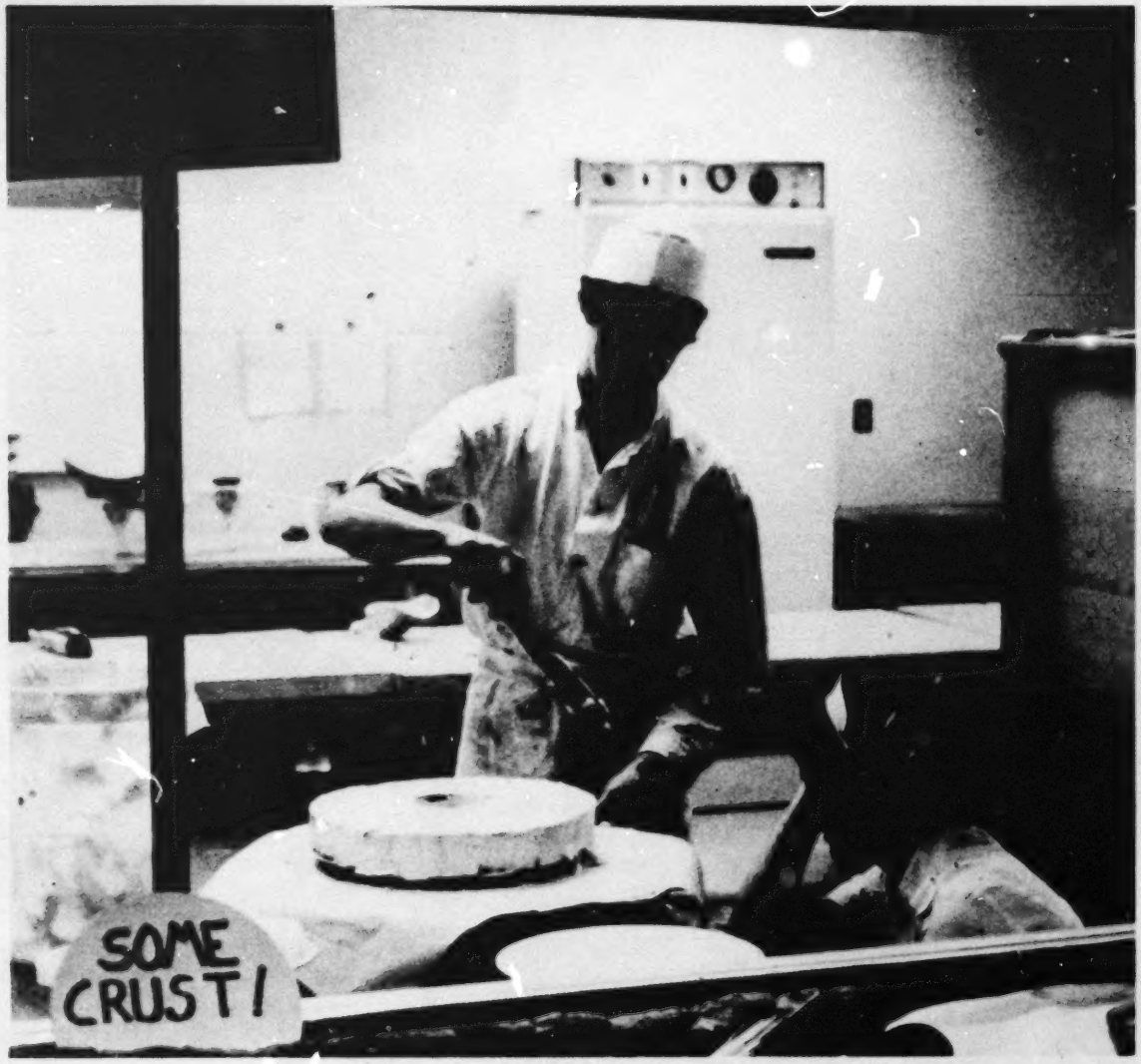
On-campus, Off-site Experiences This second phase, often known as work study, is an extension of on-campus placement. It usually refers to a federally sponsored program for students between fifteen and twenty years of age. The students work for a non-profit or educational agency during part of the school day. The agency pays 25 percent of their salary and the federal government sponsors the rest. Students are limited to fifteen hours a week in this type of program. Students are placed in jobs at the bus garage, the school or district office, a warehouse, book depository, or any other locations on school premises within the district. On-campus, off-site experiences may also be done without payment so students gain valuable employment experience.

Off-campus Community Placement Off-campus community placement involves the actual placing of a student in a job in the community. For this to be successful, it is necessary to know each student as an individual. Special characteristics, likes and dislikes, abilities, and limitations must be carefully considered. Before placing the student in a community job site, you must be sure he is prepared with all the necessary skills to deal with a real, unsheltered situation.

Reaching the Employer

Teachers who are making employer contacts for placing students in community jobs should find the following information useful. There are three phases to go through for the most beneficial results: the initial contact, the interviews, and evaluation or follow-up. Consider these things before contacting prospective employers:

1. Know the nature of the employer's business.
2. Determine the employer's needs and problems.
3. Have a specific student applicant in mind for each job. Be familiar with personal history, job capabilities, and social



skills so you can tell the employer accurately what you have to offer him.

4. Establish a friendly, working relationship with the employer.

During your interview with a prospective employer for your students, try to do the following:

1. Provide necessary introductory information about the work study program.

2. Be familiar with workman's compensation laws and regulations and industrial welfare provisions.

3. Discuss other positions you believe your students might fill in the future.

4. Leave a business card with the employer. Encourage the

employer to contact you if an opportunity comes up in the future.

After the interview it is good practice to do these things:

1. Analyze what took place, noting things that went well and where improvements in your presentation could be made.
2. Regardless of the outcome, follow up the meeting with a letter or phone call to keep the door open for future meetings.

Adequate diagnostic and evaluative programs before placement occurs, and support programs from vocational, exceptional, and regular education should make the work experience program the high point of the vocational program for the handicapped student.

Advisory Committee

A work experience program at the high school level is an educational activity that must be shared by the school and community. An advisory committee representing both can

contribute towards starting the program. Such a group is helpful in establishing good will, understanding, and co-operation among members of the school and community in supporting a work study program. The committe provides a valuable service by reviewing the plans for the program to identify ways each part of the community can contribute, and by developing evaluation techniques as the program expands. It is important that all the committee members understand and have an interest in the total educational enterprises of the community.

Advisory Council

Each school district has a council responsible for programs in education and rehabilitation for the handicapped. Representatives from vocational education, special education, and vocational rehabilitation should be members of the council. As a group they have an advisory function over funds earmarked for the vocational education of handicapped learners. Ten percent of the state's allotment of federal funds for vocational education is set aside specifically for those who are handicapped and have special needs. The council must work continuously to submit plans in order to be eligible for funds. A state council supports the local one in these endeavors. The state offers a number of consulting services to special vocational programs for the handicapped and helps solve problems encountered when handicapped students enter the regular classroom. The state council sponsors training programs for teachers in all phases of dealing with special needs learners. Another of their important responsibilities is reviewing local projects requesting federal funds.

Identification, evaluation, and placement in vocational education programs for handicapped students follows guidelines set by the local school districts, approved by the district school board, and accepted by the Florida Department of Education. It is a co-operative arrangement where special education provides students and supportive instruction; vocational education supplies the teachers, the equipment and supplies, and vocational guidance; and vocational rehabilitation provides support services, vocational placement, job follow-up, and additional training.

The important thing is to set a goal for each handicapped student. Before setting this goal there must be comprehensive evaluation along with academic and social training. Vocational and occupational training, on-the-job training and placement, and follow-up services complete a good program. The program is vigorous in order to meet the requirements of an appropriate educational experience. An integrated effort of all groups in both the vocational and special education fields will result in appropriate programs for handicapped students.

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The project reported herein was conducted pursuant to Grant No. 6007604050, Project No. 498AH60116 from the U.S. Office of Education, Department of Vocational Education. The views and opinions expressed herein do not necessarily reflect the official position of the U.S. Office of Education, and no endorsement should be inferred.

Answers: 1) T 2) F 3) T 4) F 5) T 6) F 7) T 8) T 9) F 10) T

This public document was promulgated at a cost of $.82 per copy to provide information for vocational education teachers dealing with handicapped students.